

## Word Building Lesson

### Objectives

Students will learn that the pattern *it* represents /it/.

Students will be able to use the pattern *it/it/* to read and spell words.

### Step 1: Phonemic Awareness

Display and discuss illustrations whose names begin with /i/: *igloo*, *iguana*, *itch*.

Exaggerating the initial sound of each word, lead students to see that the names of all these items begin with the same sound: /i/ as in *itch*.

### Step 2: Articulation

Keeping in mind that students feel sounds in addition to hearing them, show students how /i/ is articulated and have them notice how they form /i/ so they develop a physical, kinesthetic awareness of /i/. Say, “/i/. What are your lips doing? Notice that you have pulled them back a bit as though you are getting ready to smile.” Have students turn to a partner and notice how the partner is articulating /i/. You might want to visit the site.

“Phonetics: The Sounds of American English” at

<<http://soundsofspeech.uiowa.edu/english/english.html>> to see and hear how short *i* is articulated.

### Step 3: Letter-Sound Integration

Repeat the names of the items discussed (*itch*, *igloo*, *iguana*), writing them on the board and emphasizing the first sound as you do so. Have students tell what letter the name of each item begins with. Lead students to see that *i* represents the sound /i/ heard at the beginning of *itch* (*itch* is the model word for *i/i/*). Teach students to say the name of the letter, its model word, and the sound it represents: *i-itch-/i/*. They can also act out a mnemonic for the sound, which consists of itching their arms. Now say that you are going to make some words with *i*. Write *i* on the board, have students say its name, model word, and sound: *i-itch-/i/*. Pointing to *i*, but saying its sound, ask students to tell what letter would have to be added to /i/ to make the word *it*. Add *t* to *i*, saying the sound /i/ and /t/ as you do so. Read the word *it* and have the class read it with you. Then ask students what letter would need to be put in front of *it* to make the word *sit*. Emphasize the /s/ sound. Read the word *sit* and have students read it with you. Then have the words

*bit, fit, hit, and lit* formed in this same way. Read all the words and have students read them with you.

Now have the pattern words formed by adding to the onset. Write *s* on the board and have students tell what letters would need to be added to /s/ to make the word *sit*. Emphasize /i/ and /t/ as you say “sit.” As you add *i* and *t*, say the sounds. Then say the whole word. Have *bit, fit, hit, and lit* formed in this same way. Have students come to a generalization about the spelling of /i/: the letter *i* says /i/ when it is in a word that ends in a consonant as in *sit*. You can expand the generalization to syllables when students encounter multisyllabic words.

After learning the *it* pattern, students are expected to read any words containing *it* and to use this pattern if they encounter unknown words that contain the pattern. For example, if a student encountered the word *mitt*, she would search for any part she knew. After pronouncing *it* she might add *m* to get *mitt*. To provide practice with the ability to use *it* to read challenging words, guide students as they read the following: *pit, kit, mitt, and little*. Provide added practice if needed.

Present *-it* and *-at* words in a mixed list and have students read them: *bit, bat, hit, hat, fit, fat, sit sat, mat, and mitt*. By presenting patterns words in a mixed list, students are forced to analyze all the letters in the words. Otherwise, knowing that the words are in a pattern and so have the same ending, students can read the words by simply using the initial consonants. Have students continue to read the words until they can read them fluently. Students who are having difficulty doing this might work in pairs to get extra practice.

#### **Step 4: Guided Practice**

##### **Assembling Words**

Distribute cardboard or magnet letters: *b, f, h, i, s, and t*. Have students use the letters to form *bit, fit, hit, lit, and sit*. To differentiate for students having difficulty, present groups of three or four letters:

*f, s, i (it, fit, sit)*

*s, h, i (it, hit, sit)*

*f, b, i (it, bit, fit)*

## **Spelling**

Dictate the words *it*, *in*, and *him* and have students spell them. Model how you would stretch out or emphasize the sounds in a word to help you spell it: “Watch how I stretch out the word *him*: *hhiimm*.” To differentiate for students having difficulty, have them use magnetic or cardboard letters to spell out the words before having them spell out the words in writing. Having them spell the words with magnetic or cardboard letters, while saying the letter sounds, should help them focus on individual sounds and letters.

## **Shared Reading**

Informational text about pigs

“If You’re Happy and You Know It”

Virján, E. J. (2015). *What This Story Needs Is a Pig in a Wig*. New York: Harper.

Willems, M. (2011). *Happy Pig Day*. Hyperion.

To differentiate, share read just one text with achieving readers, but share all four with students who are lagging and need extra practice.

## **Writing**

Students tell what they learned about pigs. Encourage the use of invented spelling by telling students to spell as best they can. However, they are expected to spell correctly short-*i* words and other words whose phonic elements they have been taught.

## **Cut-up Sentence**

Distribute cards containing the following words or write them on the board. Have students reassemble them to form a sentence.

pig The swim can .

## **Real Word Reading**

Have students read the following labels: potato chips, Fig Newtons, pickles, lipstick, sticker book. Give help as needed.

## **Step 5: Application and Extension**

Students read the books listed below. Walk through the books and review difficult words before students read them. To differentiate for slow progress students, provide additional preparation. You may want to share read the books with them before they read them on their own.

Meister, C. (1999). *When Tiny Was Tiny*. New York: Puffin.

Coxe, M. (1997). *Big Egg*. New York: Random House.

### **Step 6: Evaluation and Differentiation**

Differentiation requires ongoing formative assessment. At every stage of instruction assess how well students are doing. Are they able to perceive the sound /i/? If not, do you need to provide additional demonstrations of how to articulate it? Are they grasping the concept that the letter *i* represents the sound /i/. If you showed them the letter *i*, would they be able to say /i/ or respond with the full routine: *i-itch-/i/*, while pretending to itch their arms? After instruction, note students' ability to use *i/i/* to read and spell. Provide added instruction and practice as needed. If students are having difficulty catching on, try a Speech-to-Print or multisensory approach.